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the form of textbooks. Realizing this drawback to effective adult education, publishers and specialists have set about to remedy the situation. An addition to the small supply of suitable texts to use in adult classes is a little book by Henry H. Goldberger,¹ principal of Public School 18, New York City, and instructor in methods of teaching English to foreigners, Columbia University.

After ten pages of introductory material on "Principles of Method" in which the author tells how to use his book and discusses such matters as phonics, writing, reading, conversation, number work, and the like, the material for the first lesson, entitled "In School," is presented along with some directions relative to teaching it. A similar scheme is followed in connection with each lesson, one hundred eleven in all. Throughout the book topics are used which are closely related to the daily life of the reader. To add to this concreteness a copious sprinkling of well-selected illustrations is scattered throughout the book.

Two recent books in social science including history.—Some of the high-school teachers in the state of California are making important contributions to the solution of the problems relative to the teaching of the social sciences in secondary schools. R. L. Ashley, of the Pasadena High School, and Anna Stewart, of Los Angeles, are two teachers of this state who have recently made contributions in the form of a text in modern European history² and outlines and references for a course in social problems.³

Modern European Civilization is the culmination of nine years of work by its author on the problem of the reorganization of the high-school course in social studies including history. *The New Civics*, *Early European Civilization*, and *American History* are other contributions to the solution of this problem by Mr. Ashley. The volume deals with Europe during the three centuries since 1648. It aims to emphasize great movements rather than minor historical changes, social and economic conditions, and those changes most closely related to present-day Europe. Inasmuch as the general make-up of this book is similar in every respect to *Early European Civilization*, which is rather well known by high-school history teachers, it seems unnecessary to speak of these phases here.

¹ *English for Coming Citizens*. New York: Scribner, 1918. Pp. xx+236.

² R. L. ASHLEY, *Modern European Civilization*. New York: Macmillan, 1918. Pp. xxii+710. \$1.80.

³ ANNA STEWART, *Social Problems: Outlines and References*. Boston: Allyn & Bacon, 1917. Pp. vi+229. \$0.75.

In her *Social Problems: Outlines and References* Miss Stewart has made a valuable contribution to the literature on the social studies in high schools. As suggested by the subtitle, the book consists of two parts, one devoted to outlines and one to references. The first consists of rather elaborate outlines, accompanied by specific references, of twelve topics, as follows: adjustment, ego or socius, adjusting man, education and child labor, wages and standards, city maladjustments, woman and economics, family-social virtues, conservation of labor, labor and business, society and business, and socialism. Part II is made up of references on a large number of topics in the field of social science arranged alphabetically. This phase of the work should be of inestimable value to one engaged in teaching a course such as the one Miss Stewart outlines in the first part of her book.

A new book for social workers.—Social workers will find much of interest and value in a recent publication in their field.¹ The title of the work is very appropriate, since so much of the material is of a historical character. For example, there are three chapters on the family historically treated. These are entitled: "The Primitive Family," "The Medieval Family," and "The Renaissance and Reformation Family." Other closely related subjects are "Birth Control" and "Sterilization, Sex-Instruction, and Eugenics." On these subjects the author's views are safe, conservative, and constructive. The three chapters on the historical treatment of the family would make excellent supplementary reading for a course in social problems such as the one outlined by Miss Stewart in her book of which mention has been made above.

*A book with an attractive title.*²—There is much said nowadays concerning making the school an integral part of the life of the community. From its title the book under review here would seem to offer valuable contributions along this line. On a careful examination of its contents, however, one is forced to conclude that the book is simply another one rather than a new one in the field. It treats of such subjects as school government, school punishments, conducting a recitation, teaching arithmetic, history, grammar, geography, hygiene, literature, composition, nature-study, agriculture, home science, and the like. While the book contains many concrete and helpful suggestions relative to the teaching of these subjects, there is in reality little

¹ E. J. MENGE, *Backgrounds for Social Workers*. Boston: Richard G. Badger, The Gorman Press, 1918. Pp. 214.

² INEZ N. MCFEE, *The Teacher, the School, and the Community*. New York: American Book Co., 1918. Pp. 256.